Twelfth Grade English Language Arts Expectations – First Quarter

**Dear Parents,**

Your child is beginning an exciting senior year in English Language Arts.

For the next several weeks, he or she will be reading, discussing, and writing about several texts that explore the following essential question:

*To what extent do our schools serve the goals of a true education?*

Your child will read different kinds of texts (poems, editorials, books, etc.) but will focus especially on literary nonfiction, reading several classic and contemporary essays. Students will explore how writers use words to create images and how word choice can convey a speaker’s tone.

In addition to the many texts your child will read closely in class, he or she will select texts for independent reading and keep a record of his or her reading. It is important your child establish a regular habit of reading.

As a culminating task, your child will compose and publish an argument in response to the essential question, using as support evidence from the texts read throughout the quarter.

By the end of the first quarter, your child should know and be able to do the following:

|  |  |
| --- | --- |
| **READING** | **WRITING** |
| Read grade level texts closely, using annotating strategies to deepen understanding | Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach |
| Explain what the text says | Use technology, including the Internet, to produce, publish, and update individual and shared writing products |
| Draw inferences to deepen understanding | Gather relevant information from multiple authoritative print and digital sources |
| Support inferences with textual evidence | Integrate information into the text selectively to maintain flow and avoid plagiarism |
| Analyze how the author’s choice of words impacts the meaning and tone | Write informational paragraphs that explain an analysis of a text: introduce a topic; select well-chosen, relevant, and sufficient evidence to develop topic; use transitions to embed evidence smoothly in own writing |
| Select texts for independent reading (books, online articles, magazine and journal articles, textbook selections, poems, plays, etc.) |
| Establish a habit and record of regular independent reading | Write an argument which states a claim, develops claim with evidence from multiple sources, acknowledges opposing views, ties together ideas in a way that builds a compelling and logical argument. |
| **SPEAKING AND LISTENING** | **LANGUAGE** |
| Participate in a range of text-centered discussions: | Use standard English conventions of grammar and usage to make effective choices for meaning and style:   * appositive phrases * parallelism, including anaphora, polysyndeton * semicolons |
| * Come to discussions prepared, having read and researched materials under study | Use standard English capitalization, punctuation, and spelling:   * commas with restrictive and nonrestrictive phrases |
| * Refer to specific parts of the text |
| * Pose and respond to questions that probe reasoning and evidence |
| * Relate discussion to broader themes or larger ideas | Determine the meaning of unknown words:   * Use context clues * Use appropriate references (print/digital) to determine meaning and word origin. |
| * Clarify, verify, and challenge ideas and conclusions |
| * Synthesize comments, claims, and evidence made on all sides of an issue |
| * Evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, point of emphasis, and tone used. | Analyze the role of figurative language (simile and metaphor) in a text and explain how it impacts meaning: |
| * Work with peers to promote civil, democratic discussions and decision-making. | Use general academic vocabulary in reading, writing, speaking, and listening for comprehension. |
| * Actively incorporate others in discussion |
|  |